

OLYMPIC VALUES OF PIERRE DE COUBERTIN AS MORAL FACTORS IN EDUCATION OF YOUNG ATHLETES

Asta Budreikaitė, Šarūnas Jurčys
Klaipeda University, Lithuania

Abstract

The research aim – identify the most significant moral factors of young athletes (14 year old adolescent boys). The survey was conducted at Klaipeda wrestling center, track-and-field center, Klaipeda city cycling center and “Verdene” progymnasium of Klaipeda city. The total number of respondents included in the sample N=79. Research methods - analysis of research literature, abstracting and systemization, questionnaire. Research findings revealed that more than half (66.7 %) of the research participants with little and greater sport-related experience (58.1 %) have already witnessed instances of unfair play and disapprove of it. Adolescents from both groups with different sport-related experience always attempt to be fair and play fair (52.8 % and 62.9 %). However, respondents willing to refer to themselves as sport-related role models came from a group with greater experience (62.8 %). It was identified that respondents from the both groups (41.7 % and 44.2 %) recognize and follow moral values. Results revealed that fair competition and intolerance to unfair play (58.2 %) and pursuit of a fair game (32.9 %) are the core moral factors influencing respondents the most. Having compared the results of 14 year old adolescents from different groups, it was identified that moral factors, motivating adolescents with different sport-related experience to engage in sports, are similar. However, such moral factors as fair competition (62.9 %) and ability to be a role model in sport (62.9 %), motivating adolescents to engage in sports are more significant to adolescents with greater sport-related experience than to respondents with less experience.

KEYWORDS: Olympic values, moral factors, young athletes.

DOI: <http://dx.doi.org/10.15181/atee.v2i0.940>

Introduction

With commencement of the Olympic Games, the world celebrates a movement of ideas (Binder, 2007), introduced by Pierre de Coubertin (1863–1937), a pioneer in reviving the modern Olympic Games. P. de Coubertin understood that moral force of young people may be trained through an individual sport-related experience and then transferred from there to life thus forming an integrated process (Müller, 2000). The educator and his like-minded people genuinely believed that Olympism may create a school of physical endurance, respectable and clear morality (Karoblis, 2005); well established teaching of physical education at schools should highly influence young people; the revived Olympic Games is a tremendous international advertisement of physical education and sport (Skurvydas et al., 2006); young people should train their bodies as well as their minds (Binder, 2007); noble values based Olympic Games may build world peace; consolidate an understanding that participation and fair play are more important than winning (Genys, 2011). Influence of sport on culture is especially apparent in his words once said in 1927 in Olympia: *“Nowadays Olympism should be a school of aesthetic ideal and of moral purity, as well as of endurance and physical energy. These tasks will only be possible when they correspond to your nobility and dignity, which you, being true athletes, will use to enrich your spirit and culture”* (Poviliūnas, 2013). After the Olympic Games were revived, P. de Coubertin attempted to spread pedagogical and moral principles of sport through the Olympic movement (Stonkus, 2000). When bringing the Olympic Games back to life, morality was the top priority. Thus, he attempted to fill the Neo-Olympism with moral and spiritual content, establish a school of respectable and clear morality, as well as endurance and physical energy. However, this is possible on a condition that you constantly feed your understanding of sporting honor and fair play (Coubertin, 2000). According to him, Olympic education is an instrument build on fundamental human values (Müller, 2004). Philosophical legacy imprinted by Pierre de Coubertin in the Olympic education is manifested through fair play, respect for competitors and the entire sport environment (Müller, 2004). Pierre de Coubertin, despite its entertainment, denied the games as an event only, highlighting its moral values having a fundamental influence on development of youth (Miškinis, 2006). His mission was education, promoting the youth spirit of Olympism through sport, strict for mutual understanding, friendship, solidarity and fair play disassociating from any discrimination (Smalinskaitė, 2003). Pierre de Coubertin mainly focused on youth, its education, building of social, ethical and moral manners, so that an individual would comply with a certain system of values and standards in life as well as sport (Naul, 2008).

Thus, it is of the utmost importance that teaching approach to a balanced personality would be implemented not directly, but through a human essence and efforts built on joy, good example and respect to Olympic principles (Adaškevičienė, Budreikaitė, 2007, p. 72).

Pierre de Coubertin saw the potential in developing the youth moral values through the Olympic education. The goal of Olympic education is to convey the values of Olympism to youth in order to overcome the power cult and indifference to spiritual values, support children and youth in developing skills, abilities and capabilities, related to practical implementation of Olympism ideals and values, abide by the principles of fair play and other values of Olympism in life (Tamošauskas et al., 2008). For this reason, children and youth with the help of teachers, educators, coaches and directors of sport clubs may become aware of not only the history of Olympic education and its symbols, but also to understand the significance of Olympic values (Binder, 2007).

The research object – moral factors of young athletes (14 year old adolescent boys).

The research aim – identify the most significant moral factors of young athletes (14 year old adolescent boys).

Material and methods

Research methods - analysis of research literature, abstracting and systemization, questionnaire.

Scientific literature analysis method. Theoretical analysis of moral factors influencing the choice and motivating to engage in sports was conducted and relevance of our research was determined.

Questionnaire. Research methods employed by the Lithuanian researchers (Kardelis, 2007; Žilinskienė, Tubelis, Radžiukynas, 2007) were referred to when composing the questionnaire. The questionnaire consists of closed and open-ended questions. Items encompassed demographic questions under reference of which attempts were made to identify a sport's field that adolescents' were engaged in as well as questions which identified sport-related experience, social, sport and moral factors, added by the present authors. The article focuses entirely on an analysis of moral factors.

Statistical analysis. Percentage frequency of responses to questions was calculated.

Organization of the research.

The survey was conducted at Klaipeda wrestling center, track-and-field center, Klaipeda city cycling center and "Verdene" progymnasium of Klaipeda city. The total number of respondents included in the sample N=79. Extent of sport-related experience was divided into two categories: little (period of engagement in sports – up to 1 year) and greater experience (more than 1 year). The research sample had 14 year old adolescents engaged in various sports: free-style wrestling, Sambo wrestling, judo, track-and-field, cycling, and basketball.

Research results and their analysis

R. Malinauskas (2003) states that moral motives are a sense of duty, solidarity, and patriotism. Morally-grown athlete makes every effort possible when competing for the honor of his team, school or country. The scientists (Stoliarovas, 1995; Puišienė, Smalinskaitė, 2000) having investigated moral, ethical factors and their influence on student attitude related to sport, note that the most significant factors are pursuit of a fair play and compliance with the game rules, even though a fair share of the respondents state that they would play unfair in order to achieve victory (34.8 %) (Šukys, Laužaninkaitė, 1999). The figure below provides student opinion on compliance with requirements of a fair play during sport.

Having interviewed the active 14 year old adolescents it was revealed that a majority of them have faced unfair play in sport and disapprove of such.

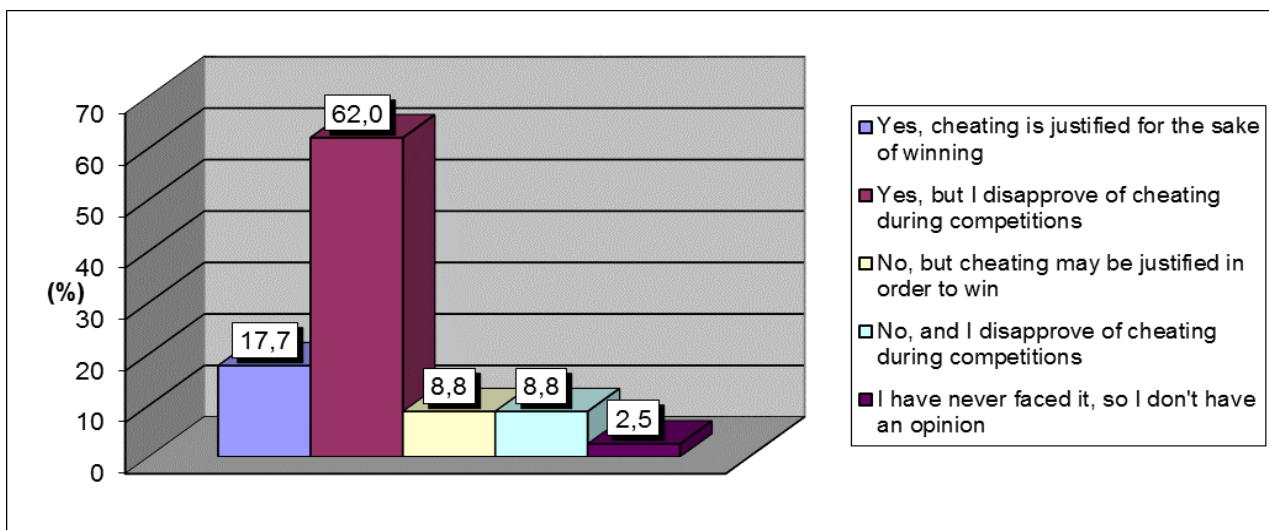


Fig. 1. Opinion of young athletes on unfair play in sport

Only a small percentage (17.7 %) of respondents believe that cheating is justified for the sake of winning. Even though 8.8 % of active adolescents specified that they have never faced an unfair play in sport they would approve of such way of winning. However, more than half (62.0 %) of the young athletes disapprove of cheating during competitions.

Research results have proved that 58.2 % of the respondents play fair during the sport-related activity, however, 20.2 % claim that sometimes they cheat, though not often. Another part of the respondents – 15.2 % admitted cheating since it is an easier way to winning, while 6.4 % believe that their behavior depends on a certain sport-related situation.

Research data discloses the attitude of young athletes related to becoming a role model in sport (Fig. 2).

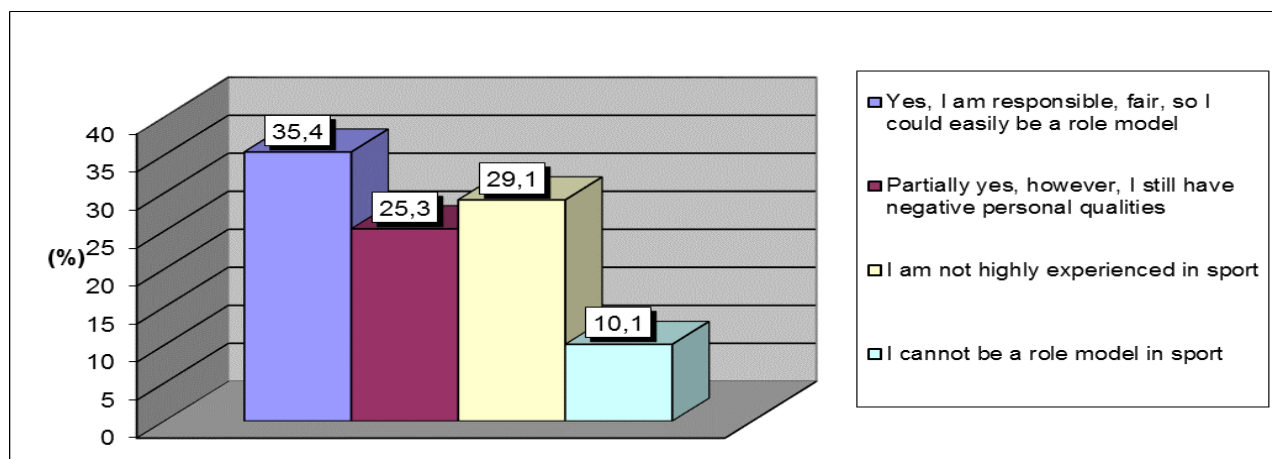


Fig. 2. Attitude of young athletes related to becoming a role model in sport

According to P. Karoblis (2003), an athlete should not only demonstrate his physical, intellectual capabilities, skills and competencies, but also show his personal qualities, moral beliefs and intelligence.

35.4 % of the respondents believe that they could become a role model in sport, since they are fair and responsible. Slightly lower percentage of respondents (25.3 %) are convinced that they could be a role model in sport, however, they still possess some negative personal qualities. Only 10.1 % of the respondents stated being unable to become a role model in sport. We may assume that experience of the young athletes is not rich and they do not feel confident of their achievements in sport in order to become a role model. Thus, only a third of respondents considered themselves as fair and responsible role models in sport.

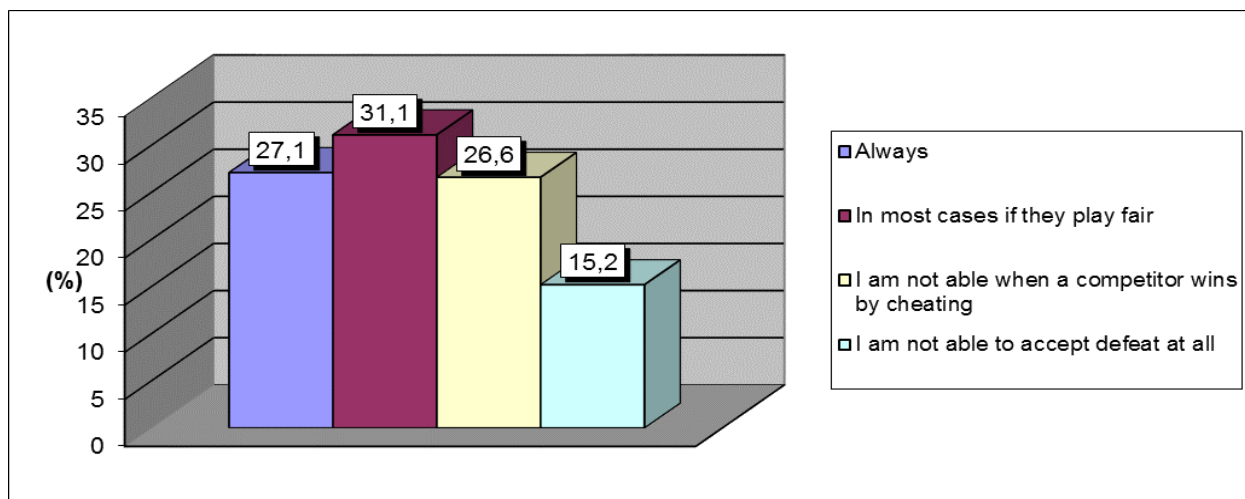


Fig. 3. Ability of young athletes to honorably accept defeat

Data analysis demonstrates that 27.1 % of the respondents are always able to honorably accept their defeat and 31.1 % of the adolescents honorably accept their defeat only when the competitor plays fair. 26.6 % of the respondents are unable to accept their loss, when an opponent wins by playing unfair. However, in any case, 15.2 % of the young athletes can hardly accept the defeat. The scientists (Budreikaitė, 2010; 2013; Majauskienė et al., 2011; Šukys, Majauskienė, 2012; Karoblis et al., 2009; Naul, 2008; Binder, 2007; Smalinskaitė, 2003) having analyzed student values in sport note that a majority of young athletes prefer fair play and would play fair during sport competition.

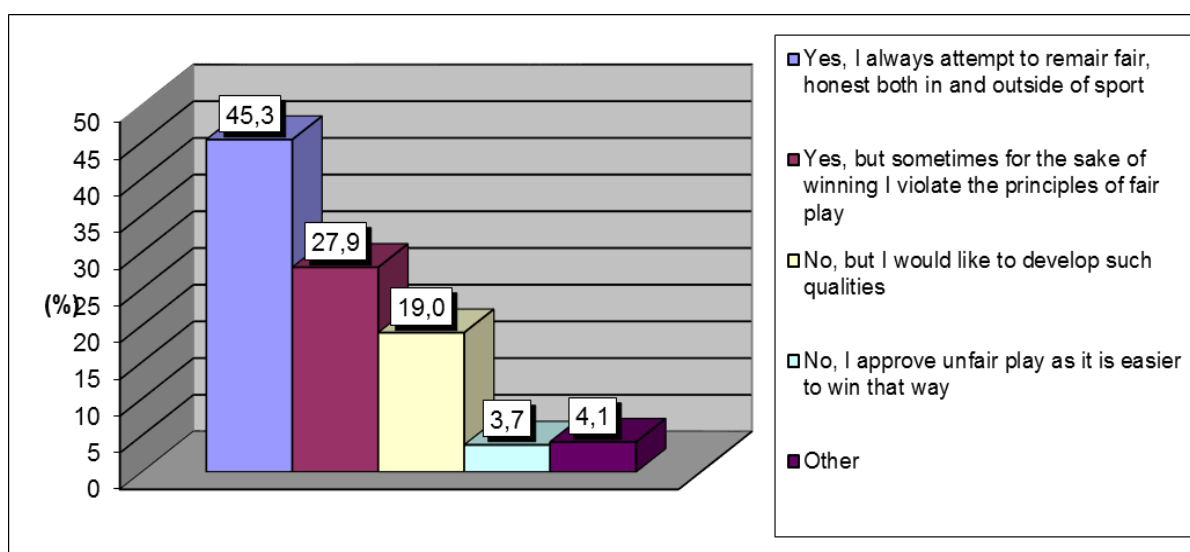


Fig. 4. Fair competition of young athletes

Certain values, such as fairness, integrity, responsibility and etc. are indispensable to sport. Results demonstrate that almost half of the respondents (45.3 %) always attempt to remain fair and honest both in and outside of sport. Slightly lower percentage of the respondents specified that most of the time they are fair, however, sometimes, violate the principles of fair play for the sake of winning. 19.0 % of the young athletes and adolescents wish to develop the skills of fair play and integrity and 4.1 % of the respondents claim that they appreciate fair play and its pursuit forms the basis of their sport-related activity.

Very low percentage of the respondents (3.7 %) enjoy unfair competition as this is an easier way to winning.

We may conclude that about half, and sometimes even more, of our young athletes follow moral factors in sport and they consider such of a high importance.

Research conducted by the authors (Majauskienė et al., 2011; Budreikaitė, Adaškevičienė, 2010; Moreno, Cervello, 2005; Klomsten et al., 2004; Danish et al., 2003; Smalinskaitė, 2003; Oweis, Spinks,

2001) confirms that participation in sport-related activity is one of the most significant factors encouraging not only communication and cooperation with the peers, positive personal qualities, but also positively affecting a developing value system of the young athletes.

Conclusions

Research findings revealed that more than half (66.7 %) of the research participants with little and greater sport-related experience (58.1 %) have already witnessed instances of unfair play and disapprove of it. Adolescents from both groups with different sport-related experience always attempt to be fair and play fair (52.8 % and 62.9 %). However, respondents willing to refer to themselves as sport-related role models came from a group with greater experience (62.8 %). It was identified that respondents from the both groups (41.7 % and 44.2 %) recognize and follow moral values.

Results revealed that fair competition and intolerance to unfair play (58.2 %) and pursuit of a fair game (32.9 %) are the core moral factors influencing respondents the most. Having compared the results of 14 year old adolescents from different groups, it was identified that moral factors, motivating adolescents with different sport-related experience to engage in sports, are similar. However, such moral factors as fair competition (62.9 %) and ability to be a role model in sport (62.9 %), motivating adolescents to engage in sports are more significant to adolescents with greater sport-related experience than to respondents with less experience.

References

1. Adaškevičienė E., Budreikaitė, A. (2007). Attitude of 12–14 year old pupils towards fair play and its expression in sport. *Sport science*, 3 (49), 72 – 77.
2. Binder, L. D. (2007). *Teaching values. An Olympic education toolkit*. IOC.
3. Budreikaitė A. (2013). Influence of Olympic education on expression of adolescents' moral values. *Tiltai* (1) 62. Klaipėda University. 121-133. ISSN 1392-3137.
4. Coubertin, P. de (2000). *Olympism. Selected Writings*. Lausanne: IOC.
5. Danish, S. J., Taylor, E. T., Fazio, R. J. (2003). Enhancing adolescent development through sports and leisure. *Handbook of Development Psychology*. Blackwell Handbook of Adolescence. Blackwell Publishing.
6. Genys, D. (2011). From value-based idealism to pragmatic commerce? Olympic values and their change. *Sport science*, 1 (63), 5 – 12.
7. Kardelis, K. (2007). *Methodology and Methods of Scientific Research (Education and Other Social Sciences): Course book*. Šiauliai: Liucilijus.
8. Karoblis, P. (2003). Olympic education and culture. *Material of academic conference*. Vilnius: National Olympic Committee of Lithuania, p. 23–24.
9. Karoblis, P. (2005). *Theory and didactics of sport training*. Vilnius: VPU publishing house.
10. Karoblis, P., Majauskienė, D., Paulauskienė, J. (2009). Student Perception of Olympic Movement and Olympic Values. *Sport Science*, 4 (58), 56–62.
11. Klomsten, T. A., Skaalvik, E. M., Espness, A. G. (2004). Physical self-concept and sports: Do gender differences still exist? *Journal of Research*.
12. Majauskienė D., Šukys S., Lisinskienė A. 2011. Spread of knowledge on olympism in school applying the integrated programme of Olympic education. *Education. Physical Training. Sport*, 1 (80), 42-49.
13. Malinauskas, R. (2003). The peculiarities of motivation of high performance duel sport athletes and future professional. *Sport science*, 1(31), 19–23.
14. Miškinis K. 2006. *Coach Assistant*. Vilnius: Sport Information Center of Lithuania.
15. Miškinis, K. (2006). *Coach Assistant*. Vilnius: Sport Information Center of Lithuania.
16. Moreno, J. A., Cervello, E. (2005). Physical self-perception in Spanish adolescents: Effects of gender and involvement in physical activity. *Journal of Human Movement Studies*, 48, p. 291–311.
17. Müller, N. (2000). From Olympic idea to Olympism. *Piere de Coubertin 1863-1937 Olympism*. I.O.C. Lausanne, p.44–48; p. 160–169; p. 546–549; p. 585.
18. Müller, N. (2004). *Olympic Education*, [accessed on 11/04/2007]. Internet: <http://olympicstudies.uab.es/eng/lec/pdf/muller.pdf>
19. Naul, R. (2008). *Olympic education*. Oxford: Meyer & Meyer.
20. Oweis, P., Spinks, W. L. (2001). Psychological outcomes of physical activity: A theoretical perspective. *Journal of Human Movement Studies*, 40, p. 351–375.
21. Poviliūnas, A. (2013). Sport and culture. *Olympic view*, 9 (49), 19-22.
22. Puišienė, E., Smalinskaitė, I. (2000). Student knowledge of Fair Play – motive to shape behavior culture. *Sport science*, 4 (22), 25–31.
23. Skurvydas, A., Stonkus, S., Volbekienė, V. (2006). *Physical education. Good and beautiful person*. Kaunas: LKKA.
24. Smalinskaitė, I. (2003). Olympic Education of School Learners as Educational System. *Doctoral dissertation*. Vilnius: VPU.
25. Stonkus, S. (2000). *Olympic sport. Olympia and Olympic games*. Kaunas: Šviesa, p. 11–14.
26. Šukys, S., Lažauninkaitė, A. (1999). 10-12 grade student perception of fair play. *Sport science*, 4 (18), 52–56.
27. Šukys, S., Majauskienė, D. (2012). Integrating Program of Children and Youth Olympic Education as School Ethics Enhancing Factor. *Sport Science*, 1 (67), 58–64.
28. Tamošauskas, P., Morkūnienė, V., Višinskienė, D. (2008). *Student physical education: theory and practice*. Vilnius: „Technology“.
29. Žilinskienė N., Tubelis L., Radžiukynas D. (2007). Social and sport factors motivating track & field athletes for training. *Sport science*, 3(49), 52-60.
30. Столяров, В. И (1995). Спорт и современная культура: методический аспект. *Теория и практика физической культуры*. Научно-теоретический журнал / Федерального агентства по физической культуре, спорте. Москва. № 7, С. 2-5.

PJERO DE KUBERTENO OLIMPINĖS VERTYBĖS KAIP MORALINIAI VEIKSNIAI JAUNŲJŲ SPORTININKŲ UGDYME

Asta Budreikaitė, Šarūnas Jurčys

S a n t r a u k a

Olimpinių žaidynių atidarymo metu, pasaulis švenčia šiuolaikinių olimpinių žaidynių atgaivintojo Pjero de Kuberteno (Pierre de Coubertin 1863–1937) idėjų judėjimą (Binder, 2007). P. de Kuberteno filosofinis palikimas, olimpiname ugdyme išvelgiamas per išskirtas penkias pagrindines dalis, iš kurių esminės yra garbinga kova, pagarba varžovui, bei sportinei aplinkai ir kt. (Müller, 2004). P. de Kubertenas atsisakė sporto vien kaip reginio, nors ir labai įdomaus, pabrėžė jo dorovines vertybes, turinčias didžiulę įtaką jaunimo ugdymui (Miškinis, 2006). Jo tikslas buvo švietimas. Sportu ugdant jaunimą olimpizmo dvasia, tarpusavio supratimu, draugyste, solidarumu, kilniu elgesiu, atsiribojant nuo bet kokios diskriminacijos (Smalinskaitė, 2003). P. de Kubertenas daugiausia buvo orientuotas į jaunimą, jo ugdymą, socialinių, etinių bei moralinių manierų įtvirtinimą, kad asmuo vadovautųsi tam tikra vertybių ir standartų sistema gyvenime ir sporte (Naul, 2008). Todėl mokytojai, pedagogai, treneriai, sporto klubo vadovai, vaikams ir jaunimui gali sudaryti galimybes ne tik sužinoti apie olimpinę istoriją ir jos simbolius, bet padėti suvokti olimpinių vertybių svarbą (Binder, 2007).

Fizinis ugdymas siejamas ir su moraliniu ugdymu, t. y. internalizuojant tokias vertybes kaip sąžiningumas, garbingumas, atsakomybė, geranoriškumas, ištikimybė ir kt. (Bergmann, Drewe, 2000; Arnold, 2001). Moraliniai veiksniai – sąžiningas rungtyniavimas, pagarba varžovui bei žaidimo taisyklėms, savo mokyklos, miesto, šalies reprezentavimas.

Tyrimo objektas: jaunųjų sportininkų (14 metų berniukų paauglių) moraliniai veiksniai.

Tyrimo tikslas – nustatyti svarbiausius jaunųjų sportininkų (14 metų berniukų paauglių) moralinius veiksnius.

Tyrimo metodai: mokslinės literatūros analizė, abstrahavimas ir sisteminimas, anketinė apklausa. Sudarant anketą buvo remiamasi Lietuvos mokslininkų (Kardelis, 2007) tyrimų metodikomis. Anketą sudarė uždari ir atviri klausimai. Klausimyną sudarė: demografiniai klausimai, kurių pagalba siekta išsiaiškinti berniukų sporto šaką, sportinę patirtį ir socialinius, moralinius, sportinius veiksnius atskleidžiantys klausimai. Straipsnyje analizuojami tik moraliniai veiksniai.

Tyrimo organizavimas. Apklausa vyko Klaipėdos imtynių sporto centre, lengvosios atletikos manieže, Klaipėdos miesto dviračių sporto centre bei Klaipėdos miesto „Verdenės“ progimnazijoje. Iš viso apklaustųjų skaičius N=79. Sportinė patirtis skiriama į mažesnę (lankymo trukmė – iki 1 metų), didesnę (daugiau nei 1 metai). Tyrimo dalyvavo 14 metų berniukai besitreneriuojantys įvairiose sporto (laisvųjų imtynių, Sambo imtynių, dziudo, lengvosios atletikos, dviračių sporto, krepšinio) šakose.

Tyrimo rezultatai atskleidė, kad daugiau kaip pusė (66,7 proc.) mažesnės ir didesnės (58,1 proc.) sportinės patirties respondentai yra susidūrę su neteisinga sportine kova, bet jai nepritaria. Abiejų grupių skirtingos sportinės patirties berniukai visada stengiasi išlikti sąžiningi ir garbingai kovoti (52,8 proc. ir 62,9 proc.). Tačiau save, kaip sportinį pavyzdį labiau galėtų pasiūlyti daugiau respondentų, kurių sportinė patirtis yra didesnė (62,8 proc.). Paaiškėjo, kad abiejų grupių respondentai (41,7 proc. ir 44,2 proc.) olimpinių vertybių per sportinę veiklą nepažeidžia. Nustatyta, kad iš moralinių veiksmų labiausiai daro įtaką respondentams sąžiningas rungtyniavimas bei neteisingos kovos netoleravimas (58,2 proc.), garbingos kovos siektinumas (32,9 proc.). Palyginus skirtingos sportinės patirties 14 metų berniukų rezultatus nustatyta, kad skirtingos sportinės patirties berniukus labiausiai skatinantys treniruotis moraliniai veiksniai yra panašūs. Tačiau didesnės sportinės patirties berniukus labiausiai skatinantys moraliniai veiksniai yra sąžiningas rungtyniavimas (62,9 proc.) ir būvimas sportiniu pavyzdžiu (62,9 proc.) yra svarbesni nei mažesnės sportinės patirties respondentams.

RAKTINIAI ŽODŽIAI: olimpinės vertybės, moraliniai veiksniai, jaunieji sportininkai.